

**STUDENTS' PERCEPTIONS TO ALTERNATIVE
ASSESSMENT IN ENGLISH LEARNING AT SMA KRISTEN
SATYA WACANA SALATIGA**

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ABSTRACT

Applying alternative assessments beside traditional assessments in English learning is widely used recently. However, teachers should consider whether the alternative assessments can bring many advantages to the students or not. Therefore, this study aimed to find out the students' perceptions toward alternative assessments in order to reflect on the students' need for the better learning process. Based on the questionnaires distributed to Satya Wacana Christian High School students in Salatiga, Central Java, Indonesia, this study found that the majority of the students had positive perceptions to the alternative assessments. They believed that alternative assessments is important to increase their English skills and ability, motivate them in learning English, and help them in individual learning, moreover in cooperative learning process. Besides that, this study also tried to discover the most favorite types of alternative assessments according to Mockbel (2015) which are performance assessments, self assessments, and peer assessments. The result showed that self assessments are the most preferred assessments for the students because they could get the criteria to prevent them in getting bad scores. Nevertheless, alternative assessments somehow bring some difficulties for students with lack of proficiency or students who hard to share their ideas in many aspects.

Keywords: *assessments, alternative assessments, traditional assessments, performance assessments, self and peer assessments, students perceptions*